



# Medium Term Unit Planning

<b>Topic Name: - Time Traveller</b>	
<b>Learning outcome:</b> The pupils will learn about different aspect of Ancient Life through a range of sources, gaining evidence as historians. As part of this, the children will use the computing skills taught earlier in the year and their art skills to showcase their learning.	
<b>Hook</b> Crawling through Tutankhamun's tomb	<b>Topic Showcase (e.g. display, museum, performance, presentation)</b> Podcasts and powerpoint presentations
<b>Oracy:</b> Podcasts and PowerPoint presentations provide an opportunity for children to organise their talk using technical vocabulary.	<b>Key Vocabulary:</b> Electricity, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, terminal, connect/connection, loose connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, resistance, scatter diagram, investigation,
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> Literacy – research and non-fiction writing on Tutankhamun. Portal stories Secrets of a Sun King by Emma Carroll	
<b>Citizenship/Community Opportunities:</b> <b>(Focus – change in attitude/increase knowledge and awareness/make a difference)</b> Increase knowledge and awareness of chronology of Ancient History so pupils are aware of their achievements and how impact on today's world.	
<b>Experiences/Visits/Visitors</b> Mummifying a mackerel	



# Medium Term Unit Planning

<p><b>Main Subjects covered:</b> History, Art, Computing</p>
<p><b>Subject 1 Threshold concepts</b> History: Build an overview of world history, Understand Chronology, Investigate and interpret the past + Communicate historically#</p> <p><b>Subject 2 Threshold Concepts</b> Art – Develop ideas, Master techniques, Take inspiration from the greats</p> <p><b>Subject 3 Threshold Concepts</b> Computing: Communicate</p>
<p><b>Notes:</b></p>

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
History (+ Computing) – Ancient Egypt			
Ancient Egyptian Intro	<p>Build an overview of world history</p> <p>Understand Chronology</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Compare some of the times studied with those of the other areas of interest around the world</p>	<p>PPT on Earliest Civilisations. Using the cards provided, create a timeline of significant events on your washing line.</p> <p>Use the map to find the parts of the valley that are mentioned on the timeline</p>



# Medium Term Unit Planning

		Describe the social, ethnic, cultural or religious diversity of past society.	
Geography of Ancient Egypt  (Geography Milestones – Investigate Places)	Investigate and interpret the past	Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Analyse and give views of the effectiveness of different geographical representations.	Explain where Ancient Egypt was located. Label a map of Ancient Egypt and its surroundings. Describe Ancient Egypt as being part of the Fertile Crescent (Cradle of Civilisation). Describe the terrain and climate of Egypt.
Pharaohs	Understand Chronology  Communicate historically	Use dates and terms accurately in describing events.  Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	Role of Pharaohs. <a href="https://www.youtube.com/watch?v=EKgXoII-or4">https://www.youtube.com/watch?v=EKgXoII-or4</a> <a href="https://www.youtube.com/watch?v=EKgXoII-or4">https://www.youtube.com/watch?v=EKgXoII-or4</a> Link to religion.
Cleopatra	Investigate and interpret the past  Understand Chronology  Communicate historically  Computing - communicate	Understand that no single source of evidence gives the full answer to questions about the past.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.  Use literacy, numeracy and computing skills to an exceptional standard in	Horrible Histories – Cleopatra <a href="https://www.youtube.com/watch?v=u-6qrDAYHKM">https://www.youtube.com/watch?v=u-6qrDAYHKM</a>  Describe part of her story using historical vocabulary – podcast/ imotion - imovies



# Medium Term Unit Planning

		<p>order to communicate information about the past.</p> <p>Computing -</p> <p>Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	
Egyptian artefacts	Investigate and interpret the past	<p>Use sources of evidence to deduce information about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Video- how to get evidence from artefacts – 2D and 3D</p> <p><a href="https://www.youtube.com/watch?v=IG82beTd51c&amp;t=1s">https://www.youtube.com/watch?v=IG82beTd51c&amp;t=1s</a></p>
Role of men – society hierarchy	Investigate and interpret the past	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>	<p>Structure of society</p> <p>Evidence – from Egyptian drawings – marketplace sketches</p> <p>Investigate the life of a wealthy nobleman</p> <p><a href="https://www.youtube.com/watch?v=7djGWrylw8M">https://www.youtube.com/watch?v=7djGWrylw8M</a></p>
Egyptian Woman	Investigate and interpret the past	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Comparing life of noblemen and farmer's wives – research</p> <p>Evaluate sources</p>



# Medium Term Unit Planning

		Understand that no single source of evidence gives the full answer to questions about the past.	
Egyptian Clothing/Jewellery	Investigate and interpret the past  Communicate historically	Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Understand that no single source of evidence gives the full answer to questions about the past.  Art – master techniques – drawing: Use a choice of techniques to depict movement, perspective, shadows and reflection	Research Evidence from Artefacts Labelled drawing - Draw and colour figures in the Ancient Egyptian style <a href="https://youtu.be/tlgbc3yO_E4">https://youtu.be/tlgbc3yO_E4</a> <a href="https://youtu.be/snRmTGj3wnQ">https://youtu.be/snRmTGj3wnQ</a>  ART - Chn should sketch the figure first in pencil, then add details like the clothing, wigs & jewellery. Rather than using water-based colouring materials, wax pencil crayons &/or pastels are suggested. Provide the relevant colours! Will they draw gods & goddesses, the Pharaoh & his family, animals, crops, some of the servants offering them food & drink or...?
Egyptian Gods	Investigate and interpret the past	Use sources of evidence to deduce information about the past.	Intro
Mummification	Investigate and interpret the past	Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.	Following the process of mummification, the children in groups do each stage of the process on a mackerel!
The round up!	Communicate historically	Use literacy, numeracy and computing skills to an exceptional standard in	Use their computing skills to create a presentation of some of the History they have learned.



# Medium Term Unit Planning

	Computing - communicate	<p>order to communicate information about the past.</p> <p>Computing -</p> <p>Choose the most suitable applications and devices for the purposes of communication.</p> <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	
--	-------------------------	--	--

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
Art – Clay Pots			
1. Research and sketch	<p>Take inspiration from the greats</p> <p>Develop ideas</p>	<p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Show how the work was influential in society.</p>	<p>Linked to History. Looking at photos and drawings of Egyptian pottery. What does it tell us about Ancient Egypt?</p> <p>Sketches on shapes and details of different pottery jars. Sketch the pottery jar they would like to make.</p> <p>Label with appropriate vocabulary.</p>



# Medium Term Unit Planning

2. Experiment and adapt designs	Master techniques Develop ideas	Use the qualities of materials to enhance ideas. Use tools to carve and add shapes, texture and pattern.	Using clay to experiment/practise joining and marking, thinking about their designs. Go back to sketches and adapt to reflect the effects they can create in the clay.
3. Making	Master techniques	Use tools to carve and add shapes, texture and pattern. Spot the potential in unexpected results as work progresses.	Make pots
4. Painting	Master techniques	Combine visual and tactile qualities.	Paint
5. TBC	Master techniques – digital media	Enhance digital media by editing (including sound, video, animation, still images and installations.)	iMovie/iMotion ?



# Medium Term Unit Planning